



Heatherton
Christian College

VCE SUBJECT HANDBOOK

2023



www.hcc.vic.edu.au



Our **Vision**

Growing in Christ
Striving for Excellence
Influencing the World



Table of Contents

Section 1: Vision

Our Vision	4
------------------	---

Section 2: Purpose

Aim of Handbook.....	5
----------------------	---

Section 3: Welcome to VCE

Welcome to VCE	6
Explaining the VCE.....	6
Explaining the ATAR	6
How is the ATAR Score calculated?	6

Section 4: Subject Options

VCE Subjects or VET subjects?.....	8
Current VCE Subject Options.....	9
VCE Subject Selection Process.....	9

Section 5: Education Journey

VCE Pathways	10
Pathway Details	10
VCE Vocational Major	11
Curriculum Pathways Map	12

Section 6: Subject Descriptions

Art Making and Exhibiting Units 1 - 4.....	13
Biology Units 1 - 4	14
Business Management Units 1 - 4	15
Chemistry Units 1 - 4	16
Computing Units 1 - 4	17
English & English Literature Units 1 - 4	18
French Units 1 - 4.....	20
History Units 1 - 4	21
Legal Studies Units 1 - 4.....	22
Foundation Mathematics Units 1 - 4	23
Mathematics General Units 1 - 4	24
Mathematical Methods Units 1 - 4.....	25
Music Performance Units 1 - 4	26
Physical Education Units 1 - 4.....	27
Health and Human Development Units 1 - 4	28
Physics Units 1 - 4.....	29
Psychology Units 1 - 4	30
VCE VET (Front of House) - Certificate II in Hospitality	31
VCE VET (Back of House) - Certificate II in Kitchen Operations	32
VCE VET Patisserie - Year 3 Addition.....	33
VCE VET Gravitate - Certificate III in Christian Ministry & Theology	34
Visual Communication Design Units 1 - 4.....	35

Appendix 1 Subject Selection Preparation: Checklist	36
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Our Vision

During the Senior School years, Heatherton Christian College is maintaining our commitment to fulfil our College vision of, 'Growing in Christ, Striving for Excellence and Influencing the World'.

The world our children are entering is increasingly different to the one that we, as parents, have grown up in so school will look different in the years to come.



As our world and the world of work continues to change, it remains increasingly important for us to be willing to embrace change and a different mindset towards education and the future world of work.

We are on a journey at Heatherton to provide a school experience that is preparing students with the Christian character, mindsets and skills to be able to truly "influence the world" and thrive.

The subjects offered allow students to select pathways reaching through the Senior years of school and further beyond into a student's chosen course of tertiary study or post-school, work destination.

At Heatherton we have a proven record of assisting students to achieve academic excellence and helping them identify their God given gifts, passions, strengths and sense of purpose. We do expect that our senior students will not only take advantage of this environment and opportunities at HCC, but to also be positive role models to our younger students through their character, work ethic,

attitude to studies and encouragement and respectful behavior towards others. As the senior students on the campus, they have an opportunity to be leaders within the College community, whether through their informal influence or in a more formal role such as a House Captain or Prefect. Hence, it is an opportune time for them to mature and develop their sense of independence, whilst using their influence to make a positive difference to others.

We look forward to our continued partnership with you and your child and we trust that God will guide and bless their final years at Heatherton. We all have a part to play in helping them work diligently to achieve success in their studies, but to especially help them develop a deep sense of purpose as they seek and follow God's leading in the next stages of their journey with Him.





Aim of Handbook

The aim of this Senior School Handbook is to help students choose the right subjects for their selected pathway. Subjects that suit their interests, abilities and goals. It does not aim to give the minute detail of every subject, as this is not usually needed until you are studying the subject or closely examining to choose between two subjects.

If needed, this detail can be accessed through our career webpage www.hcccareers.com.

We encourage you to explore this webpage as it will help you stay informed about the Senior School journey.

For example, you can find:

- » Current VCE Subject Study Designs following: Senior School/VCE Information/VCAA Study Designs
- » Explanation of VCE, VET, and a glossary of terms by following: Senior School/Where to Now Guide
- » Pre-requisite for University Courses by following: Senior School / VTAC INFO for Year 10

Heatherton Christian College
Christian College

Important Information Senior School Post School Options Workplace Learning For Parents For Students **Login**

Heatherton Christian College Careers

Our aim is to provide you with all the latest information that will help you make decisions about your future career and your life beyond school.

You can use this site to locate University, TAFE and any other type of course across Australia, get information about the VCE, search for job vacancies and much more. Feel free to meet with Mrs Douglas if you have any questions.

Book an Appointment

VTAC

Career Targets
Explore careers related to school subjects you enjoy. Start by choosing a subject below.

Heatherton Christian College
714 likes



Welcome to VCE

It has been a great blessing to be able to journey with you, our students into your final years of Secondary schooling. We have been deeply encouraged to see you mature into fine young men and women, and we look forward to seeing what God has prepared for you here and beyond.

Although VCE can come across as daunting, we as teachers and staff are committed to helping and supporting you to achieve your best. Our hope is that you will leave school achieving the best you can, having no regrets, as you know that you have given your all. We believe that you are all fearfully and wonderfully made by God and that you have a divine purpose on this earth, to be salt and light and to influence the world in a godly way.

Explaining the VCE

The VCE is a well recognised and valuable acknowledgement of achievement for Victorian students. Successful completion of the VCE provides students with an opportunity to seek direct access to tertiary institutions as well as providing information to employers about a range of skills that students possess, including such things as an ability to cope with a range of complex tasks, meet deadlines, work independently and interdependently and to learn and be able to apply knowledge and skills to various problems.

The VCE course is made up of studies and units, some of which must be studied as a sequence.

- A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length.
- Unit 1 or Unit 2 of a subject can be studied as standalone units. However, students must enrol in Units 3 and 4 of a study as a sequence and this sequence needs to be completed in the same year if a study score is to be calculated.

To successfully achieve the Victorian Certificate of Education a student must satisfactorily complete 16 VCE units, including:

- at least 3 units of English and containing Unit 3 & 4 sequence
- up to 8 of these units may be VCE VET Units.
- 3 sequences of Units 3 & 4 other than English; up to 2 of these may be Units 3 & 4 VCE VET Units.

Most commonly, a student would aim to complete 22 VCE units

- 6 Studies at Unit 1 & 2
- 5 Studies at Unit 3 & 4

Students wanting to complete a 6th Unit 3 and 4 sequence will commonly choose to start a VCE study in Year 10 and complete it in Year 11. Others may choose the VET course, Gravitare, which completes all Units 1 - 4 in Year 11 and contributes an increment to their ATAR.

Explaining the ATAR

The Australian Tertiary Admission Rank (ATAR) is an overall percentile rank reflecting a student's Year 12 achievement compared to the age group in a given year. It is not a score and there is no pass or fail ATAR. Everyone who receives an ATAR has passed the VCE. The ATAR allows tertiary institutions to competitively rank students who have completed different combinations of VCE studies.

To qualify for an ATAR, a student must:

- qualify for the VCE,
- achieve study scores in at least four permissible Unit 3 & 4 VCE studies, including one from the English group.

How is the ATAR Score calculated?

1. VCAA provides the Victorian Tertiary Admissions Centre (VTAC) with VCE study scores.

2. All VCE study scores are scaled

This is to ensure fairness by adjusting for the fact that it is more difficult to obtain a high study score in some studies than others. This is not because some studies are inherently harder than others. This is because some studies attract a more competitive cohort of students than others. Once VCE study scores are scaled, they become scaled study scores.

3. An aggregate is calculated

Each student's aggregate is calculated by their primary four and any permissible increments. The aggregate is a number between 0 and a value that can reach over 210.

Primary Four:

- a student's best scaled study score in any one of English, English (EAL), Literature or English Language, plus
- the scaled study scores of their next best three permissible studies.



Section 3 | Welcome to VCE

Increments:

Up to two increments may be added. These may include:

- ten per cent of a fifth or sixth permissible scaled study score
- a permissible unscored VCE, VET or VFE increment
- a permissible higher education study increment
- Year 12 credit for studies completed interstate, and
- an increment for legitimate one year students

as well as those in Victoria who did not complete VCE. The ATAR is a number between 0 and 99.95 in intervals of 0.05. The highest ATAR is 99.95, the next highest 99.90, and so on. The lowest automatically reported ATAR is 30.00. ATARs below 30.00 are reported as 'less than 30'. The complete list of studies and VTAC scaled study scores used in the calculation of each student's ATAR is included on their ATAR statement.

4. The aggregates are placed in numerical order on a percentile scale and become ATARs.

The ATAR represents the percentage of the population in the relevant age group that the student outperformed. This takes into account the students who successfully completed VCE that year,

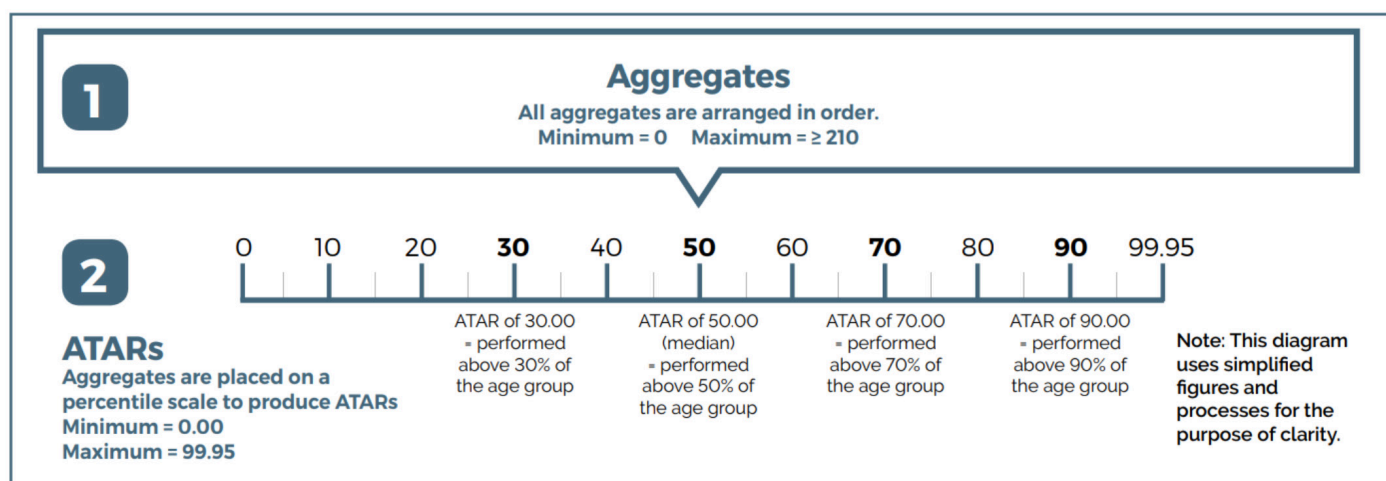


Diagram 1: ATAR Calculation from ABCs of Scaling www.vtac.edu.au/publications

Further explanation can be found at hcccareers.com: Senior School/VCE information





Section 4 | Subject Options

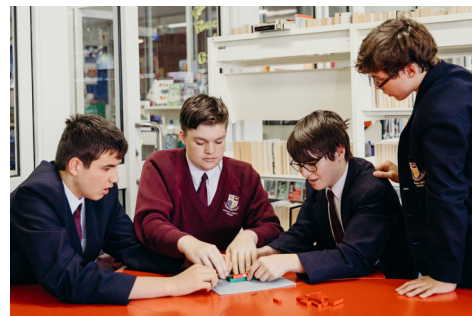
VCE Subjects or VET subjects?

VCE subjects being run at Heatherton Christian College:

At HCC, all subjects considered pre-requisites for universities are offered with face-to-face teaching by highly qualified staff. Descriptions of these subjects are found in Section 6 of this handbook.

VCE subjects run externally – online:

Subjects not offered at Heatherton can be taken up through Virtual School Victoria (VSV). VSV not only provide the lessons and curriculum but also teacher support. HCC partners with them in the delivery of material, assessments and monitoring student progress. Past Heatherton students have chosen subjects of specific interest to them with some receiving study scores above 40. This type of learning requires the student to have significant self-discipline, diligent study habits and a confidence in asking for assistance from their VSV teacher, when needed.



VET subjects being run at Heatherton Christian College:

Hospitality Year 1 - Units 1 & 2 VCE	Certificate III in Christian Ministry and Theology Known as "Gravitate" - Units 1 - 4 VCE (1 year course)
Certificate II in Hospitality - Units 3 & 4 VCE	
Certificate II in Kitchen Operations - Units 3 & 4 VCE	
Certificate III in Patisserie - Part Completion	

VET stands for Vocational Education and Training. VET subjects focus on applied learning. They are taken from national training packages being taught to senior school students and adults at schools and TAFEs around the country. Upon successful completion students receive a nationally recognised certificate which can assist in either vocational placement or as a launch into related further education.

VET subjects run externally - TAFE:

Some TAFEs run VET courses aimed at Senior School students. These will usually require students travelling to the TAFE one afternoon a week. Students at Heatherton may include external VET courses in their program, yet costs and transport are parent's responsibility. This may mean that some school classes are missed and schoolwork would need to be caught up. Students choosing an external VET subject should inform the school as early as possible, so that we can aim to limit missed classes.

VET Assessment:

VET assessment is based on showing competence in prescribed Units of Competence (UoC) from the training package. Students require competence in each UoC to achieve the VET qualification. Successful completion of a VET subject within VCE also achieves an S (Satisfactory Completion) counting as VCE units.

VET subjects can be counted towards any of the chosen VCE Pathways. For students choosing Academic VCE Units 3 & 4 Hospitality and Kitchen Operations subjects allow the option for students to also sit extra assessments to obtain a VCE study score.

Some VET subjects, without extra assessments, allow an ATAR increment, known as "block credit recognition". This is the case for our VET subject, Gravitate.

- » This means 10% of the study score of the student's 4th ranked VCE study score, becomes the ATAR contribution from the VET subject, similar to a 5th ranked VCE subject.



Section 4 | Subject Options

Current VCE Subject Options

LANGUAGES	BUSINESS / ECONOMICS & HUMANITIES
English	Legal Studies
Literature	
French	Business Management
SCIENCES	History
Biology	VISUAL ARTS & PERFORMING ARTS
Chemistry	Art Making and Exhibiting
Physics	Visual Communication Design
Psychology	Music Performance: Repertoire or Contemporary
MATHEMATICS	VCE/VET (study score option available)
Foundation Mathematics	Hospitality: Front of House Hospitality: Kitchen Operations
General Mathematics	VET (no study score but with ATAR increment)
Mathematical Methods	Certificate III in Christian Ministry (Gravitate) Certificate III in Patisserie
COMPUTING	EXTERNAL SUBJECT OPTIONS
Applied Computing and Software Development	
HEALTH AND PHYSICAL EDUCATION	VET course at TAFE
Physical Education	University Extension subject Virtual School Victoria – Study online. Victorian School of Languages – Study another language
Health and Human Development	

Please note: Offerings may change based on student numbers.

VCE Subject Selection Process

A Blocking Grid decides which subjects run in the same timetabled period (block), therefore two subjects in the one block cannot be taken by the same student. This would be known as a “clash”. At Heatherton Christian College we collect student subject preferences first, so that we can then minimise the number of clashes for students. Depending on the mixture of student preferences it is often not mathematically or logistically possible to have zero clashes across VCE, meaning that some students may need to choose subjects outside their first preferences.

Actions required from you:

- Read the information in this handbook and at hcccareers.com and meet with relevant staff as required in order to decide upon preferred subjects.
- The College shall provide you with a VCE Course Planner

to enable you to plan towards selecting your preferred VCE subjects.

- This course planner will assist you when it comes to submit your preferences in our online form.
- The College will use these preferences to create a blocking grid with the least clashes.
- Students with a clash from their higher preferences will be given their next preference until a zero clash working grid is achieved.
- Students wanting to change subject will need to refer to the blocking grid to avoid choosing two subjects running in the same block.



VCE Pathways

HCC recognises that a singular approach to schooling in the senior secondary years is not best for all. Therefore, staff support students to choose a personalised learning journey most suited to the individual. There are three pathways of study currently offered at HCC, that all lead to students graduating with a certificate of secondary school completion and opportunities for work and/or further study. Our students have access to a wide range of subjects and can fully meet all prerequisites for entry to tertiary faculties or other educational institutions.

We hope that as you read through this booklet you will understand that we view each child as valuable and wonderfully created. Our goal is to assist each student in reaching their God-given potential and preparing them for a life of discipleship and vocation in pursuing God's purposes for them. Each of the matriculating pathways detailed below can see students flourish and thrive when they leave HCC at the end of Year 12.

We are certainly wanting to assist our students to make wise and appropriate choices, hence the work done through the Careers program in Year 10, and the VCE subject selection process which includes available subject counselling between students, parents, and teachers. For questions specifically regarding careers and options following Year 12, we encourage you to make an appointment with staff via our careers website which you can find on the HCC webpage or by going to hcccareers.com

Pathway Options

A. Academic VCE

Students focus on achieving their highest ATAR score.

B. Non-ATAR VCE

Students focus on achieving a VCE certificate only.

Students complete some or all subjects without the external assessments required for a study score. Students do not seek an ATAR.

C. VCE Vocational Major

VCE VM is similar to a Non-ATAR VCE with VET and has an applied learning focus.

The school vision includes *"Striving for excellence"*. Whichever pathway a student chooses, they are to honour God by applying themselves, their talents, resources and character, with excellence.

Pathway Details

A. Academic VCE

The ATAR is a well-recognised level of achievement for Australian students. Students choose this pathway for two main reasons:

1. Needing an ATAR for immediate and direct university entrance. Higher scores can increase university options.
2. Even if not needing an ATAR, students recognise the challenge would assist them in a sense of satisfaction and of striving for excellence in academic skills and character growth.

An Academic VCE Pathway generally involves students completing 5 to 7 subjects with a study score, and may include 1 (or 2) subjects that provide an increment. Increments may be gained from increased VET subjects or University Extension subjects.*

B. Non-ATAR VCE

Completing a VCE subject 'unscored' still requires a student to demonstrate their achievement at Unit 3 & 4 standard in the outcomes specified in the study design. However, they are not required to complete any assessments or external examinations that solely contribute to the study score.

Why would a student undertake an unscored VCE subject?

1. The student doesn't need a study score, as they have chosen a pathway that does not require an ATAR.
2. The student can complete all tasks in a subject but is likely to receive a study score that will negatively impact on their wellbeing.

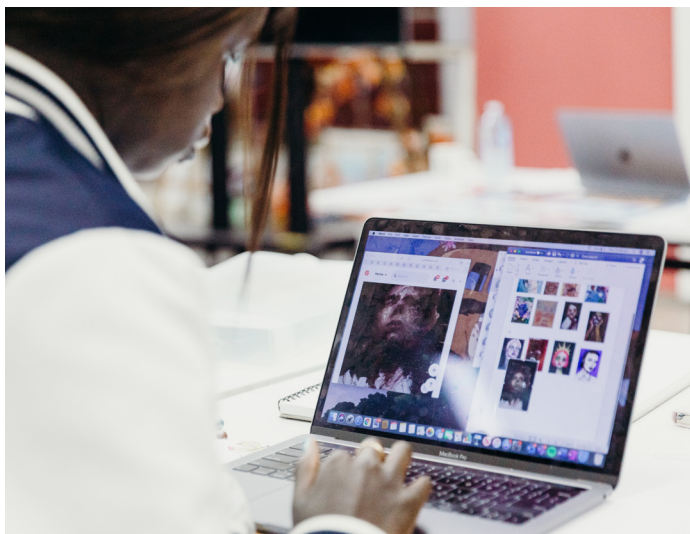
*University Extension Subjects

In partnership with a university, students who meet the university's criteria, can get an increment while gaining university credit and reducing the cost of any future degree (as there is no cost for the units). If a student is planning to complete an extra subject in Year 12, then a university's variety of subjects and programs available could be an enriching experience.

Various options allow students to study on campus, online, or through a combination of both. Students gain credit on successful completion of university units, which are put towards a future university course – that's two units completed off a degree before you even start university. This means you can lighten your first-year study load or fast-track your degree by going straight into second year units.



Section 5 | Educational Journey



Things to know

Assessment and “Applied learning”

- Study Scores and Examinations are Not Required
 - » Assessment is about demonstrating your competence and development in allocated tasks.

How do I get started?

Students will be asked to indicate on their subject selection form the certificate they wish to be enrolled in.

- Academic VCE
- Non-Atar VCE
- VCE VM

C. VCE Vocational Major

VCE VM is:

- Recognised as an alternative Graduating Certificate to the VCE. In 2023, the VCE VM will be offered at Heatherton Christian College.
- A pathway to Technical and Further Education (TAFE), apprenticeships, traineeships or employment. Note: Students must still look at individual requirements for each option and fulfil these.
- VCE VM is a 2 year course.

What must a student do to achieve a VCE VM?

VCE VM Essential Requirements:

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- » 3 VCE VM Literacy or VCE English units (including a 3 - 4 sequence)
- » 2 VCE VM Numeracy or VCE Mathematics units
- » 2 VCE VM Work Related Skills units
- » 2 VCE VM Personal Development Skills units, and
- » 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3-4 sequences as part of their program. Students can also include other VCE studies and VET, and will undertake between 16-20 units over the two years. The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge.





Section 5 | Educational Journey

Curriculum Pathways Map

Curriculum Pathway	Year 7 & 8 Subject		Year 9 & 10 Subject		VCE/VCE VET Subject
Languages	English French		English French		English or Literature French
Humanities & Business / Legal	Humanities E School		Humanities (History/Geography) E School		History Legal studies Business Management
Mathematics	Mathematics		Mathematics		Foundation Mathematics General Mathematics Mathematical Methods
Science	Science STEAM		Science Flexible Learning Options Emerging Sciences Victoria#		Biology Chemistry Physics Psychology
Technology & Engineering	Digital Technologies STEAM		Digital Technologies		Applied Computing
Visual & Performing Arts	Art Music Instrumental bands* Performing Arts Product Design & Technology - Textiles		Studio Arts Visual Communication Design Music College band*		Art Making and Exhibiting Visual Communication Design Music Performance: Repertoire Performance OR Contemporary Performance
Physical Health & Wellbeing	Physical Education Interschool Sport Healthy Choices Outdoor Education		Physical Education Interschool Sport Healthy Choices		Physical Education Interschool Sport* Health and Human Development
Hospitality	Pre - Hospitality		Pre - Hospitality		Hospitality: <ul style="list-style-type: none"> • Kitchen Operations (VCE VET) • Front of House (VCE VET) • Patisserie (VET)
Vocational Studies	E School		Careers Education		
Faith & Service	Christian Life Student Chapel Year 7 & 8 Camp		Christian Life Student Chapel Year 9 Year of Challenge program Year 9 WASP Camp Year 10 Queensland Missions Trip*		Gravitate (VET) Student Chapel Year 11 Missions* Year 12 Thailand Missions*

Please note:

1. **Italics** denotes that this is an elective subject
2. * denotes an extra-curricular activity (non timetabled and optional)
3. VCE / VCE VET options may be increased through Virtual School Victoria and/or an offsite TAFE course
- examples of subjects available through Distance Education include, **Accounting, Geography & Specialist Mathematics**
4. # Emerging Sciences Victoria electives – these Science units are studied online through the John Monash Science School



Art Making and Exhibiting Units 1 - 4

Heatherton Perspective

God has given us creativity in great abundance, students learn the power visual art styles can have in communicating a message to their viewers. Students learn how to explore, extend and foster the skills God has equipped them with to create a folio of work that expresses their own developing aesthetic style and communicates authentic and creative ideas through visual means, to bring a powerful message to a viewer.

This subject would be a good choice if you have an interest in any form of artmaking and you enjoy the process of exploration and learning new ways to express ideas in a visual manner. It is a subject where you are able to develop your ideas in ways that are unique to you. This is the kind of subject you might do if you are interested in developing a career in an Art field, such as Curating, becoming a professional artist or even an Art journalist. It is also helpful if you think you would like to apply for a course that requires a practical folio as part of their entrance requirements.

Content Description

Art Making and Exhibiting (formerly 'Studio Arts') enables students to explore the characteristics and properties of materials, techniques and processes. Students will develop an understanding of aesthetic qualities in artworks and how they are used in art making. They will learn how to work independently and collaboratively and develop an understanding of the sources that inform and influence art making. Students will investigate the practices of artists from different periods of time and cultures, including Aboriginal and Torres Strait Islander artists, and their use of materials, techniques and processes, and how these contribute to the making of their artworks whilst developing an understanding of how artists use visual language to communicate ideas and meaning in artworks. The units provide an understanding of how exhibitions are planned and produced by galleries, museums, other exhibition spaces and site-specific spaces and how artworks are curated and displayed for audiences, along with an understanding of the methods used and considerations involved in the preparation, presentation and conservation of artworks.

Areas of Study

Unit 1

- Explore - materials, techniques and art forms.
- Expand - make, present and reflect.
- Investigate - research and present.



Unit 2

- Understand - ideas, artworks and exhibition.
- Develop - theme, aesthetic qualities and style.
- Resolve - ideas, subject matter and style.

Unit 3

- Collect - inspirations, influences and images.
- Extend - make, critique and reflect.
- Connect - curate, design and propose.

Unit 4

- Consolidate - refine and resolve.
- Present - plan and critique.
- Conserve - present and care.

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework	10%
	School Assessed Task	60%
	VCAA Examination	30%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	Units 1 & 2 Art Making and Exhibiting
Preferred	Year 10 Studio Arts
Additional Fees	NA



Biology Units 1 - 4

Heatherton Perspective

Biology studies the intricate design of the living world. The staggering complexity of living organisms (at both the microscopic and macroscopic levels), and the biosphere, is evident across all four units. Throughout these studies this intricate design of living organisms and ecosystems as God's handiwork, as well as the incredible variety of His creation, is emphasised.

This subject would be a good choice if you love science or if you simply have a fascination with the living world. Biology counts as a science pre-requisite for many university courses, yet does not rely on strong mathematical skills. It suits students who would like to continue a science subject, with or without the intention of pursuing a science-based course at university.

Content Description

In Unit 1, students investigate and explain how organisms regulate their functions, and how plant and animal systems function. They also design and conduct their own experiment related to knowledge and skills developed in Unit 1. In Unit 2, they investigate inheritance and how inherited adaptations impact diversity. They also undertake their own investigation whereby they analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

In Units 3 and 4, students investigate the role of nucleic acids and proteins in maintaining life, the regulation of biochemical pathways, how life changes and responds to challenges, and how species are related over time. They also design and conduct their own experiment related to knowledge and skills developed in Units 3 and 4.

Areas of Study

Units 1 & 2

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?
- How is inheritance explained?
- How do inherited adaptations impact on diversity?



Units 3 & 4

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?
- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	40%
	VCAA Examination	60%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of Biology Units 1 & 2 is strongly recommended. Students without these may be required to complete some additional work.
Preferred	Year 10 Science (C average)
Additional Fees	NA



Business Management Units 1 - 4

Heatherton Perspective

VCE Business Management examines how people at various levels within a business organisation manage resources to achieve the objectives of the organisation. While the love of money is the root of all evil, caring for the poor may be the central Biblical edict. Well-managed organisations, for-profits, not for profits, and government organisations can all bring economic equality and social justice to the needy of our fallen world.

Content Description

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Areas of Study

Units 1 & 2

- Planning a business
- Establishing a business

Units 3 & 4

- Managing a business
- Transforming a business

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	50%
	VCAA Examination	50%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of Business Management Units 1 & 2 is advised. Students without these may be required to complete some additional work.
Preferred	English (D- average)
Additional Fees	NA





Chemistry Units 1 - 4

Heatherton Perspective

VCE Chemistry enables students to explore the nature of chemicals and chemical processes. Since God is the sovereign creator, understanding how things are created and made gives further evidence to support an Intelligent Designer. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

This subject would be a good choice if you have an aptitude for problem solving, enjoy Science and discovering how things work. Also choose this subject if you are thinking about pursuing tertiary education in the fields of Science, Medicine, Engineering and Health as the pre-requisites may include Chemistry or a Science.

Content Description

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Areas of Study

Units 1 & 2

- How can the diversity of materials be explained?
- How do chemical reactions shape the world?

Units 3 & 4

- How can chemical processes be designed to optimise efficiency?
- How are organic compounds categorised, analysed and used?



Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	40%
	VCAA Examination	60%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of Chemistry Units 1 & 2 is strongly recommended. Students without these may be required to complete some additional work.
Preferred	Year 10 Science (B average)
Additional Fees	NA



Computing Units 1 - 4

Heatherton Perspective

With a motive behind computing to serve people, we seek to use our skills and understanding combined with technology to improve life for people whom God loves. Seeking to create and innovate until solutions are found. Practices are to be evaluated as ethical and honest and not simply acceptable.

This subject would be a good choice if you love computing, knowing how things work or creating with technology. If you would like to develop skills for your own interest or as an insight into computing for further education or a career.

Content Description

In Unit 1 students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Unit 2 students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

In Software development Units 3 and 4 students focus on the application of a problem solving methodology and underlying skills to create purpose-designed solutions using a programming language. Students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment.

Areas of Study

VCE Applied Computing: Units 1 & 2

- Data and graphic solutions
- Networks
- Collaboration and communication
- Programming
- Data analysis and visualisation Data management

VCE Software Development: Units 3 & 4

- Programming practice
- Analysis and design
- Software solutions
- Interactions and impact

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	50%
	VCAA Examination	50%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	Applied Computing Units 1 & 2.
Preferred	Digital Technology Electives at Year 9 or 10.
Additional Fees	NA





English Units 1 - 4

This can also be taken as “English as an Additional Language (EAL)”

Heatherton Perspective

The two most important types of communication are between man and God, and between human beings. Studying texts in English builds skills of comprehending so we can understand God’s word as we study the Bible. It allows us to look at how best to communicate with others to build God’s kingdom in peace and love. Finally, studying texts fosters examination of ideas that shape our thinking and the thinking of others, which in turn cultivates an ability to walk in another’s shoes so that we can respond, in love, to all our neighbours.

This subject is a required choice by all students and as a general English course, it is a good choice for all students who seek to enter the workplace. A Study Score of 25 or above (30 for EAL) is a requirement for many university courses.

Content Description

VCE English develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators; further developing a sense of themselves, their world and their place within a democratic society.

Areas of Study

Units 1 & 2

- Engagement with imaginative, persuasive, and informative texts.
- Analysis of argument and persuasive language in texts.
- Creating persuasive texts and analytical responses to texts.

Units 3 & 4

- In-depth study of creative, analytical, and comparative modes of writing.
- Analysis of argument and persuasive language in texts.
- For EAL English, there is a spoken component to allow for the development of listening skills.

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	50%
	VCAA Examination	50%

*S or N = “Satisfactory” or “Not Satisfactory”.

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None
Preferred	Year 10 English (D+ average)
Additional Fees	NA





Literature Units 1 - 4

This may be chosen instead of, or as well as **English**.

Heatherton Perspective

Literature explores the human condition. Writers seek to understand and share their perspectives on the struggles and challenges faced by humans in their attempts to make sense of life and relationships, suffering, and the twists of fate. In Literature, students are exposed to excellent writing that is tender, profound, intelligent, or witty. Phillipians 4:8 encourages us, "whatever is true, whatever is honourable, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think on these things." Studying literature is one of the ways we can do this.

This subject would be a good choice if you enjoy reading and discussing books, plays, poetry, and other forms of literature. You need to have strong English skills and be prepared to read a number of texts. If you enjoy looking for deeper meaning, decoding symbols, and wordplay, you will enjoy this subject. If you intend on studying at University in the Humanities, Literature is a good choice as it teaches you to think in different ways, see connections, inference, and ambiguity, and appreciate irony and nuance.

Content Description

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

Areas of Study

Unit 1: Ideas and Concerns in Texts

- Students respond to a range of texts and reflect on influences shaping these responses.
- Students analyse the ways in which a selected text reflects

or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2: Context and Connections

- Students analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
- Students compare texts considering how they influence each other.

Unit 3: Form and Transformation

- Students analyse the extent to which meaning changes when a text is adapted to a different form.
- Students respond creatively to a text and comment on the connections between the text and the response.

Unit 4: Creative Responses to Text

- Students produce an interpretation of a text using different literary perspectives to inform their view.
- Students analyse features of texts and develop and justify interpretations of texts.

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	50%
	VCAA Examination	50%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of English Literature Units 1 & 2 is strongly recommended. Students without these may be required to complete some additional work.
Preferred	Year 10 English (C+ average)
Additional Fees	NA



French Units 1 - 4

Heatherton Perspective

From a Christian perspective, we are all called to be God's agents in the world. As there is so much to learn from other people and their cultures, the learning of a second language can assist us in achieving this.

This subject would be a good choice if you are looking to continue to develop your skills and knowledge of French for enjoyment, communication, travel or vocation. Through tasks associated with a range of texts and text types, students gain an insight in the culture and language of French speaking communities.

The study of French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

Content Description

Students demonstrate the achievement of required learning outcomes, based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study below. These are made up of themes and topics, text types, styles of writing, vocabulary and grammar.

Areas of Study

Units 1 & 2

Interpersonal Communication

- e.g. Interacting with meaning using spoken or written French.

Interpretive Communication

- e.g. Interpreting information from two texts on the same subtopic presented in French, and respond in writing in French and in English.

Presentational Communication.

- e.g. Presenting information, concepts and ideas in writing in French for a specific audience and purpose.

Units 3 & 4

Interpersonal Communication

- e.g. Sharing information, opinions and experiences.

Interpretive Communication

- e.g. Analysing information from written, spoken and viewed texts for use in a written response in French.

Presentational Communication.

- e.g. Respond critically to spoken and written texts that reflect aspects of the language and culture of French-speaking communities.

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	60%
	VCAA Examination	40%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	Units 1 & 2 Year 11 French
Preferred	Years 7 - 10 French (C- average) or French as a first language.
Additional Fees	NA





History Units 1 - 4

Heatherton Perspective

History is the practice of understanding and making meaning of the past. It is also the study of the problems with establishing and representing that meaning. Throughout History, God has been undeniably present and involved. Gathering an understanding of our past allows us to not only see God's faithfulness through the ages, but also the progress humanity has made under a variety of systems.

This subject would be a good choice if you have a keen interest in studying significant events and inferring meaning and detail behind these events. This subject uses the same skills of analysis as you use in English, Legal Studies and other Humanities subject areas. This subject is also good preparation for students thinking about tertiary education in the fields of Politics/Political Science, Social Science, Arts/Humanities and Legal Studies.

Content Description

VCE History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. It encourages students to ask new and challenging questions to gain fresh understandings of human progress. It focuses on major events in the 20th century that shaped the modern world and how people interact in the present day. This is done through a focus on the rise of different political ideologies and systems that altered the lives of millions around the world and shaped the development of nations. Examples of this in the study include the rise, fall and impact of Communism with a close study on the Russian and Chinese revolutions.

Areas of Study

Units 1 & 2

Modern History

- 1918 - 1939
- 1945 - 2000

Units 3 & 4

History: Revolutions

- Russian Revolution
- French Revolution



Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	50%
	VCAA Examination	50%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of History Units 1 & 2 is strongly recommended. Students without these may be required to complete some additional work.
Preferred	Year 10 History (C- average) Year 10 English (C- average)
Additional Fees	NA



Legal Studies Units 1 - 4

Heatherton Perspective

Essential Question: How does the rule of law in Australia compare to the Biblical standards?

Response: The rule of law governs people's behaviour and as Christians we are called to honour these laws, yet Christ seeks right behaviour through right relationship with Him. Christians are saved by His grace not by works so no one can boast (Romans 3:23 - 25).

This subject would be a good choice if you like learning about political systems, how laws are made, the court systems and your basic legal rights and responsibilities. You want to develop skills in problem solving, analysing legal material and understanding and applying legal terminology. You enjoy debating issues, current affairs and solving disputes as a foundation to further studies in legal, political or business fields, or simply to be a more informed citizen.

Content Description

Legal studies refers to an academic endeavour focused on learning laws, learning how to apply those laws, and learning how to process transactions and legal claims on behalf of clients. Though most people think of law school when they hear the term "legal studies," legal studies can be pursued in high school, during undergraduate work, law school, reading for the bar, and at professional or career schools that train paralegals. At VCE, Legal Studies students are introduced to the legal foundations of Victoria, the development of criminal and civil laws, as well as, the legal reform that takes place in the state.

Areas of Study

Units 1 & 2

- Guilt and liability
- Sanctions, remedies and rights

Units 3 & 4

- Rights and justice
- The people and the law

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	50%
	VCAA Examination	50%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of Legal studies Units 1 & 2 is strongly recommended. Students without these may be required to complete some additional work.
Preferred	Year 10 English (C- average)
Additional Fees	NA





Foundation Mathematics Units 1 - 4

Heatherton Perspective

God imbued creation with a rich diversity of numerical and spatial properties. Foundation Mathematics allows us to investigate the mathematics found in common areas of our life to gain greater clarity and confidence in order to be good stewards of God's resources to us.

This subject would be a good choice if you do not plan to do tertiary courses requiring the other VCE Mathematics subjects, yet would like to focus on mathematics more common to daily life whether at home or in the workplace. You see mastery of mathematical "foundations" as a way towards wisdom that could bless you and those around you.

Content Description

Foundation Mathematics focuses on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The selected content for each unit aims to use contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Areas of Study

Unit 1 - Algebra, number and structure including:

- Percentages; Estimations
- Expressions; Formulas; Breakeven

Unit 2 - Data analysis, probability and statistics, including:

- Collection and modelling of data
- Interpreting contemporary representations of data

Unit 3 - Discrete Mathematics: Financial and consumer mathematics, including:

- Money management; earning and spending, life-stage financial planning; taxation system; analysis and interpretation of financial information
- Income and expenditure calculations such as GST, invoicing and BAS

Unit 4 - Space and measurement, including:

- Location, maps; routes and itineraries
- Scaling techniques, measurement of perimeter, area, surface area and volume

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	60%
	VCAA Examination	40%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	Units 1 & 2 Foundation or General Mathematics
Preferred	NA
Additional Fees	NA



Mathematics General Units 1 - 4

Heatherton Perspective

Mathematical study assists students in seeing and honouring God's use of pattern, logic, space, structure and wisdom in creation and culture. It helps develop attitudes of perseverance and diligence, that all students need in their personal, work and civic life. It assists us in wise stewardship and acts of generosity.

This subject would be a good choice if you are looking at the many university courses that require completion of VCE mathematical units yet do not require Mathematical Methods. You prefer a more practical mathematics giving you vocational and real-life skills in numeracy, finance and statistical understanding. General Mathematics is designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Content Description

General Mathematics caters for a range of student interests. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology.



Areas of Study

Units 1 - 4

- Data analysis, probability and statistics
- Algebra, number and structure - including financial mathematics
- Functions, relations and graphs - Linear models and variation
- Discrete mathematics - Matrices, Networks and Decision mathematics
- Space and measurement (Unit 2 only)
- Mathematical Investigation (Unit 1&2)

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	40%
	VCAA Examination 1 (Multiple choice)	30%
	VCAA Examination 2 (Written response)	30%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	Units 1 & 2 in either General Mathematics or Mathematical Methods.
Preferred	NA
Additional Fees	NA



Mathematical Methods Units 1 - 4

Heatherton Perspective

Mathematical study assists students in seeing and honouring God's use of pattern, logic, space, structure and wisdom in creation and culture. It helps develop attitudes of perseverance and diligence, that all students need in their personal, work and civic life.

This subject would be a good choice if you have achieved consistently satisfactory grades in mathematics. You enjoy using your mathematical skills to solve new or challenging questions. You are keen to keep university options open with this common pre-requisite subject. You see a career involving logical, scientific or mathematical skills.

Content Description

Mathematics provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, problem posing and solving. Students will be required to define and explain key concepts and apply related mathematical techniques in routine contexts. Students will also apply and analyse mathematical processes in non-routine contexts with and without the use of technology (CAS Calculator).

Areas of Study

Units 1 & 2

- Functions and graphs
- Algebra
- Calculus
- Probability

Units 3 & 4

- Functions and graphs
- Algebra
- Calculus
- Probability

Assessments reported to VCAA:

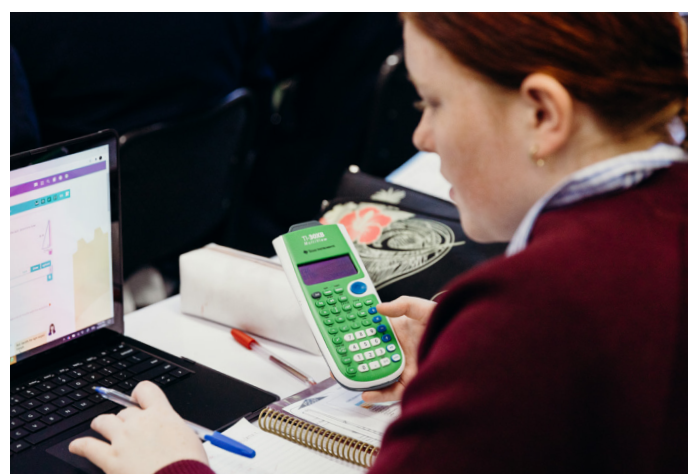
Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	40%
	VCAA Examination 1 (Technology Free)	20%
	VCAA Examination 2 (Technology Active)	40%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	Units 1 & 2 Mathematical Methods
Preferred	Year 10 Advanced Mathematics (C+ average) Year 10 Standard Mathematics (A-average)
Additional Fees	NA





Music Performance Units 1 - 4

Heatherton Perspective

Gifts of music from God are used to bless the Lord, others and the musician themselves. The language of music is given by God to engage our emotions, mind and spirit and its variety connects with every culture and generation. While music is to be enjoyed, God also encourages us to steward our gifts and to play skilfully.

This subject would be a good choice if you have a love for music and have a desire to improve your skills and knowledge. If you have been learning an instrument (including voice) and would like to consolidate or accelerate your skills and have those years of practice count towards your VCE. Studying Music Performance can be for your own musical growth or to fulfil a desire to serve others with your music or to use as a foundation for musical studies beyond Year 12.

Content Description

Throughout VCE Music Units 1 (Organisation of Music) and 2 (Effect in Music), students become familiar with musicianship and theory practices and apply them to performance, analysis, and composition. Students develop a musical vocabulary that is grounded in musicianship, and key musical concepts, and it is expanded to include understanding of compositional devices and stylistic contexts.

In Units 3 and 4 students choose between two Music Subjects:

- **Repertoire Performance**
- **Contemporary Performance**

Details of each are available in the VCE Music study design. These subjects are run together due to their similarities, while allowing students to develop their preferred musical styles. Students will choose their preferred subject in discussion with the Music teacher.

Throughout VCE Music Repertoire/Contemporary Performance students explore, reflect on, and respond to the music they listen to, create, and perform. Individual instrumental and musicianship skills are developed through regular practice, assessment, and performance. Students study and practice ways of effectively communicating and expressing musical ideas to an audience, as well as using musicianship skills and instrumental techniques, to present musically engaging performances. Students expand their musical vocabulary, developing language and theory skills to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to, and analyse.



Areas of Study

Units 1 & 2

- Performance technique & presentation
- Listening analysis and Practical aural skills
- Musicianship, Composition and Research skills

Units 3 & 4

- Performance technique & presentation
- Listening analysis and Practical aural skills
- Musicianship skills

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	30%
	VCAA Performance Examination	50%
	VCAA Written & Aural Examination	20%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of Music Units 1 & 2 is strongly recommended. Students without these may be required to complete some additional work.
Preferred	At least 3 - 4 years experience in learning an instrument is recommended.
Additional Fees	Additional Fees may be required for: <ul style="list-style-type: none"> - Performance quality instrument - Private lessons - Accompanist



Physical Education Units 1 - 4

Heatherton Perspective

Physical Education reflects the nature of God as a sovereign creator, through the intelligent design of the human body and how it allows movement and function in a person's life in amazing and various ways. Students will also begin to appreciate movement as an art form and one that can be used to express their unique personal identity, gifts and talents, as one who is fearfully and wonderfully made (Psalm 139: 13 - 16).

Physical activity, sport and recreation are an important part of the lives of people in Australia. Participation provides opportunities for relaxation, enjoyment, recreation, fitness, social interaction, competition, challenge, personal growth and enjoyment. Development of movement competence promotes lifelong participation along with other investigated factors. Through the curriculum students are encouraged to develop a right relationship with God and with others, as a basis for a balanced healthy lifestyle, acknowledging that we are to honour God with our bodies (1 Cor 16: 19 - 20).

This subject would be a good choice if students seek employment and/or wish to study further at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Content Description

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan, and to understand the physical, social, emotional and cognitive health benefits associated with being active.



Areas of Study

Units 1 & 2

The human body in motion

- Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Physical activity, sport and society

- Students develop understanding of physical activity, sport and society from a participatory perspective.

Units 3 & 4

Movement skills and energy for physical activity

- Biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Training to improve performance

- Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	School Assessed Coursework	50%
	VCAA Examination	50%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of Physical Education Units 1 & 2 is strongly recommended. Students without these may be required to complete some additional work.
Preferred	Year 9 Body in Action (B average)
Additional Fees	NA



Health and Human Development Units 1 - 4

Heatherton Perspective

Humanity is made in God's image and therefore the health of individuals, communities and countries is important knowledge. There are factors that affect health and allow people to be empowered to live life to the fullest, as God desires (John 10:10). It is part of our responsibility in living out kingdom values, to know, understand, and take responsibility for creating a world that is economically, socially and environmentally sustainable as they affect health and human development.

This subject would be a good choice if you have a deep interest in understanding health and wellbeing from a broad perspective but also at seeking how to improve the health of individuals and communities. You may be interested in careers or volunteer work which engage with caring for the wellbeing of others.

Content Description

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions which people are born, grow, live, work and age.

Areas of Study

Unit 1: Understanding health and wellbeing, including:

- multidimensional approaches to health;
- various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions
- Aboriginal and Torres Strait Islander perspectives
- Food and nutrition as foundations for good health and wellbeing, and promotion of healthy eating;
- conduct independent research on health and wellbeing issues affecting Australia's youth

Units 2: Managing in health and wellbeing development in areas involving:

- Transitions from youth to adulthood
- Health system in Australia

Units 3: Australia's health in a globalised world

- This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts.

Unit 4: Health and human development in a global context, including:

- Similarities and differences in major burdens of disease in low-, middle-, and high income countries, including Australia
- Actions for promoting health globally



Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	50%
	VCAA Examination	50%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of Health and Human Development Units 1 & 2 is strongly recommended. Students without these may be required to complete some additional work.
Preferred	Students who have enjoyed discussions throughout Healthy Choices and Christian Life to do with health and wellbeing, and making a positive impact in communities.
Additional Fees	NA



Physics Units 1 - 4

Heatherton Perspective

VCE Physics allows students to explore the nature of God's creation. Our God is a God of order and in Physics students will learn how Science and Physics is evidence of an intelligent designer. Students will learn about the laws of Physics, which will help equip them in reasoning their faith from a scientific perspective.

This subject would be a good choice if the student has a genuine curiosity in how the world works and they enjoy problem solving or desire to learn the skills to do so. Students should also have a solid foundation in mathematics before undertaking this course. Physics is a good choice if pursuing tertiary courses involving Science, Medicine or Engineering.

Content Description

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Areas of Study

Units 1 & 2

- What ideas explain the physical world?
- What do experiments reveal about the physical world?

Units 3 & 4

- How do fields explain motion and electricity?
- How can two contradictory models explain both light and matter?

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	34%
	VCAA Examination	66%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of Physics Units 1 & 2 is strongly recommended. Students without these may be required to complete some additional work.
Preferred	Year 10 Science (B average) Year 10 Math (B average) or Year 10 Advance Math (C average)
Additional Fees	NA





Psychology Units 1 - 4

Heatherton Perspective

In the study of VCE Psychology, students learn about the complexity of human behavior and thought processes. God created the amazing human mind, but man changed His creative intention to include violence, prejudice and mental illness. However, God cares for our wellbeing and provides healing and restoration through His redemption.

This subject would be a good choice if you have an interest in human behaviour and would like to deepen your understanding on how Psychology can be used to modify thoughts and behaviour leading to increased tolerance and self-control. The subject provides for continuing study pathways within the discipline and informs a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, health, government, corporate and private enterprises.

Content Description

In Units 1 and 2, students learn how behaviour and mental processes are shaped by studying the brain and psychological development. The external factors that influence behavior and mental processes are also examined. In Units 3 and 4, students learn how experiences affect behaviour and mental processes by studying the nervous system and the way we learn and remember. Consciousness and the influences of wellbeing are also examined.

Areas of Study

Units 1 & 2

- What influences psychological development?
- How does contemporary psychology conduct and validate psychological research?
- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

Units 3 & 4

- How does the nervous system enable psychological functioning?
- How do people learn and remember?
- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?



Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework/Tasks	40%
	VCAA Examination	60%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	None. However, completion of Psychology Units 1 & 2 is strongly recommended. Students without these may be required to complete some additional work.
Preferred	Year 10 Science (C average)
Additional Fees	NA



VCE VET (Front of House) - Certificate II in Hospitality

This subject is a nationally accredited Certificate II VET course with code: SIT20316

Heatherton Perspective

Hospitality is one of the most basic graces of the Christian life and is rooted in both the old and new testament. Christ is the perfect example and Master of Hospitality. In Hospitality students learn to show kindness to strangers (guests) by preparing and serving quality meals and by providing a pleasant experience for the guests in the dining room

This subject would be a good choice if you love being hands-on and have good people skills. You may be looking to start your pathway in the hospitality industry or seeking related studies at university or TAFE. Hospitality (Front of House) also achieves a qualification that is internationally recognised, could be used as credit for entrance to some universities and is a VET course that can contribute to your ATAR. You may also want to choose it simply for the development of skills in food and hospitality for your life.

Content Description

This qualification reflects the role of individuals who provide service and support to guests in a commercial environment. Students work under the direct supervision of the trainer and can develop and make changes to food and beverage menus within negotiated limits.

Areas of Study

Units 1 & 2

- Source and use information on the hospitality industry. Use hygiene practices for food safety. Work effectively with others. Prepare and present sandwiches.
- Provide service to customers. Interact with customers. Show social & cultural sensitivity. Maintain the quality of perishable items.

Units 3 & 4

- Provide advice on food. Serve food and beverage. Process financial transactions.
- Prepare and serve non-alcoholic beverages. Prepare and serve espresso coffee. Provide responsible service of alcohol. Use hospitality skills effectively.

Assessments reported to VCAA:

Units 1 - 4	Satisfactory Completion of each Unit Outcome	An "S" requires Competence in all VET UoC
	Units of Competence (UoC's)	C or NYC
Units 3 & 4	School Assessed Coursework/ Tasks	66%
	VCAA Examination	34%

*S or N = "Satisfactory" or "Not Satisfactory".

*C or NYC = Competent or Not Yet Competent (VET only).

A school report with school-based grades is also given for Semester one.

Additional Information:

Pre-requisites for Units 3 & 4	Hospitality Units 1 & 2 from either Kitchen Operations or Front of House
Preferred	Years 7 to 9 electives in Food Technology or Pre-Hospitality
Additional Fees	\$500 (highly subsidised)





VCE VET (Back of House) - Certificate II in Kitchen Operations

This subject is a nationally accredited Certificate II VET course with code: SIT20416

Heatherton Perspective

Hospitality is one of the most basic graces of the Christian life and is rooted in both the old and new testament. Christ is the perfect example and Master of Hospitality. In Hospitality students learn to show kindness to strangers (guests) by preparing and serving quality meals and by providing a pleasant experience for the guests in the dining room

This subject would be a good choice for you if you love being hands-on, have an interest in food, and want to develop good people-skills. You may be looking to start your pathway in the hospitality industry or seeking related studies at university or TAFE. Hospitality (Back of House) also achieves a qualification that is internationally recognised, could be used as credit for entrance to some universities and is a VET course that can contribute to your ATAR. You may also want to choose it simply for the development of skills in food and hospitality for your life.

Content Description

This qualification will enable you to learn the practical skills of hospitality, from preparation to the presentation of food. This includes skills to prepare and serve food for buffets, restaurants, and cafes. Critical to this is learning about food hygiene and workplace safety - all while working as part of a team.

Areas of Study

Units 1 & 2

- Use hygiene practices for food safety. Use food preparation equipment. Clean kitchen premises and equipment. Participate in safe work practices.
- Prepare simple dishes. Use basic methods of cookery. Maintain the quality of perishable items. Participate in environmentally friendly work practices.

Units 3 & 4

- Prepare appetisers and salads, fruit, vegetables, eggs and farinaceous dishes. Prepare stocks, sauces and soups.
- Prepare poultry dishes and use cookery skills effectively.



Assessments reported to VCAA:

Units 1 - 4	Satisfactory Completion of each Unit Outcome	An "S" requires Competence in all VET UoC
	Units of Competence (UoC)	C or NYC
Units 3 & 4	School Assessed Coursework/ Tasks	66%
	VCAA Examination	34%

*S or N = "Satisfactory" or "Not Satisfactory".

*C or NYC = Competent or Not Yet Competent (VET only).

A school report with school-based grades is also given for Semester one.

Additional Information:

Pre-requisites for Units 3 & 4	Hospitality Units 1 & 2 from either Kitchen Operations or Front of House
Preferred	Years 7 to 9 electives in Food Technology or Pre-Hospitality
Additional Fees	\$500 (highly subsidised)



VET Patisserie - Year 3 Addition

This subject is a nationally accredited Certificate III VET course with code: SITH31016

Heatherton Perspective

Hospitality is one of the most basic graces of the Christian life and is rooted in both the old and new testament. Christ is the perfect example and Master of Hospitality. In Patisserie students learn to show kindness to strangers (guests) by preparing and serving breads, cakes and biscuits.

This subject would be a good choice if you want to expand your Back of House skills beyond the Kitchen Operations Certificate II. You love being hands-on baking breads, cakes and biscuits. You have good organisational skills and can use your fine motor skills in cake decoration. You desire to have a qualification that is internationally recognised and could possibly be used as credit to university entrance or a 10% increment for your ATAR. You desire to further your Patisserie studies at university or TAFE or choose a career pathway in Patisserie or become a chef.

Content Description

This qualification reflects the role of pastry chefs who use a wide range of well-developed patisserie skills and sound knowledge of kitchen operations to produce pastry products. Patisserie students can use discretion and judgement, work independently, but under the supervision of a recognised trainer.

Competencies include:

- Use hygiene practices for food safety, clean kitchen premises and equipment, participate in safe work practices and maintain the quality of perishable items.
- Source and present information, show social and cultural sensitivity, coach others in job skills, prepare food to meet special dietary requirements.
- Produce yeast-based products, produce cakes, produce pastries.
- Produce gateaux, tortes and cakes, produce petite fours and produce desserts

Year 3 Addition Requirements

Year 1

Student completes Units 1 & 2 of Hospitality, with some additional Patisserie competencies.

Year 2

Student completes Units 3 & 4 of Hospitality (Back of House), with some additional Patisserie competencies.

Year 3

Student selects and completes a final year focusing on Patisserie

Assessments reported to VCAA:

Years 1 & 2:	Satisfactory Completion of each Units 1 & 2	S or N – Competence in all VET units
Year 3 (Units 3 & 4):	Satisfactory Completion of each Unit 3 & 4	S or N – Competence in all VET units
	School Assessed Coursework/Tasks	none
	VCAA Examination	none

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Year 3	Hospitality (Back of House) Units 1 - 4
Preferred	Years 7 to 9 electives in Food Technology or Pre-Hospitality
Additional Fees	\$500 (highly subsidised)





VCE VET Gravitate - Certificate III in Christian Ministry & Theology

This subject is a nationally accredited VET course with code: 10741NAT

Heatherton Perspective

VCE is an important time in a student's life: the people they associate with and the ideas that they take on are forming who they are becoming. Gravitate asks the question, "What does it look like to live a life of mission for God?" and suggests, "Let's do this on purpose!" There are three important aspects that are central to Gravitate: The Bible, missional life, and personal growth.

This subject would be a good choice if you love the Lord and/or want to grow in your understanding of Him. It can help you build Biblical foundations for your current life and life beyond HCC. It will give you focused time to draw close to God and equip you to share your faith with those around you. Though it is a one-year course that can be done in year 11 or year 12, successful completion counts for four units towards your VCE and also adds 10% of your fourth ranked VCE subject towards your ATAR as a 5th subject.

Content Description

Classes are interactive and practical. Two weekend camps are also a requirement of the course and are significant to learn, share and work with Gravitate students from across Victoria. Through the course, students see how the Bible answers big questions about who God is and what He is doing. As they learn key skills on how to undertake a Bible study, they apply these skills for the rest of the course to: examine parables of the Kingdom of God; wisdom of the Proverbs; complete journaling; present 'hot' topics and challenge their own thinking and prevailing philosophies around them.

Areas of Study

- Foundations
- Secrets of the Kingdom - with a focus on Kingdom Parables
- Straight Paths - with a focus on Proverbs
- Moviology - examines the power of storytelling in film
- Faith Journey, Hot Topics and Presentation – involves journaling and presentation skills
- Camp 1: Outreach Training - Putting your faith in words
- Camp 2: Outreach Training - Putting your faith in action



Assessments reported to VCAA:

Units 1 - 4	Satisfactory Completion of each VCE Unit	An "S" requires Competence for all UoC
	Units of Competency (UoC)	C or NYC
	VCAA Examination	None

*S or N = "Satisfactory" or "Not Satisfactory".

*C or NYC = Competent or Not Yet Competent (VET only).

A school report with school-based grades is also given for Semester one.

Additional Information:

Pre-requisites for Units 3 & 4	None
Preferred	Only a desire to understand God better and draw close to Him.
Additional Fees	Cost for the course and camps (TBC)



Visual Communication Design Units 1 - 4

Heatherton Perspective

This subject develops abilities in the God-given gift of communication and in using visual conventions to express Godly creativity. These ideas will be developed by responsibly drawing on the work of designers in history and by examining the ethical choices that can be made during the design process. This demonstrates good stewardship and an attitude of caring for all that God has entrusted to us. Visual Communication Design also reflects the God endowed ability to be innovative and skillful in meeting the needs of others through designs that are created.

This subject would be a good choice if you enjoyed Visual Communication Design in Year 10 and have found working through a design process satisfying. You may also have an interest in drawing, sketching and digital design work. You would like to create design solutions or come up with new and interesting ways of presenting existing products. You may be interested in a career involving design such as Industrial Design, Environmental Design or Communication Design, or a course that may require a practical folio as part of their entrance requirements.

Content Description

Visual Communication Design is a study in which students develop and apply drawing skills using a range of techniques, including observational, visualisation, technical and presentation drawing. During the course they will learn to apply the design process to create visual communications. The design process develops design thinking which involves creative, critical and reflective practices, that lead to the creation of unique visual language and authentic designs. Students develop a capacity to conceive, communicate and present ideas that show how design elements and principles, media, materials and manual and digital methods contribute to the creation of design solutions across the range of the design fields of Environmental, Industrial and Communication Design. A study of how historical, social, cultural, environmental, legal, ethical and contemporary factors influence visual communications is also undertaken. Within each unit students present a practical design folio to demonstrate their understanding, knowledge and development of skills.

Areas of Study

Units 1 & 2

- Drawing as a means of communication
- Design elements and principles
- Visual communications in context
- Technical drawing in context

- Type and imagery in context
- Applying the design process

Units 3 & 4

- Analysis and practice of the three fields of design: Environmental, Industrial and Communication Design
- The design industry practice
- Developing a brief and generating ideas
- Development, refinement and evaluation of design concepts
- Final design presentations

Assessments reported to VCAA:

Units 1 & 2	Satisfactory Completion of each Unit Outcome	S or N
Units 3 & 4	Satisfactory Completion of each Unit Outcome	S or N
	School Assessed Coursework	25%
	School Assessed Task	40%
	VCAA Examination	35%

*S or N = "Satisfactory" or "Not Satisfactory".

A school report with school-based grades is also given for Units 1 - 3.

Additional Information:

Pre-requisites for Units 3 & 4	Units 1 & 2 Visual Communication Design
Preferred	Year 10 Visual Communication Design
Additional Fees	NA





Appendix 1 | Subject Selection Preparation: Checklist

	Activity Steps	Check
1	Year 10 Careers: Introduction to Year 10 Careers; examining career influences and initial skills and abilities testing	
2	Year 10 Careers: Job outlook research and future of work exploration	
3	Year 10 Careers: Morrisby Profiling	
4	Year 10 Careers and personal time: With reflection on profiling, investigate career preferences	
5	Year 10 Careers: Understand Tertiary Education Pathways - TAFE & University	
6	Year 10 Careers: Complete personal Career Action Plan	
7	Student/Parent: Read VCE Subject Handbook & watch Parent Information Videos	
8	Student/Parent: Seek answers from staff or available resources, to questions in areas of: Careers, VCE Pathways, VCE/VET Subjects	
9	Student/Parent: Home Discussion	
10	Student/Parent/Senior School Leader: Indicate subject preferences* - Use the VCE Course Planner (emailed & printed), to select your preferences and bring this to your scheduled interview.	
11	Blocking Grid confirmed and any subject clashes notified.** Final subject choices locked in.	

**What happens if your subject is not available?*

Reconsider the subject choice. Many students have the impression that they have to do a particular subject for a job or future study choice. On reading VTAC's Prerequisites it is often found that no such prerequisite exists.

***What happens if your subjects clash or there are not enough students choosing a subject for it to run?*

Make an appointment to meet with the Head of Secondary, who will listen to any concerns a student and their parents might have and check if there are any alternative possibilities.